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ABSTRACT

To determine the public perception of schools and school leaders, this study questioned people with knowledge of and opinions about their local schools, allowing open-ended responses to a question about confidence in their schools: "What are the sources of your confidence in this school (or school district)?" Although data are incomplete and findings preliminary, respondents listed dedicated teachers and special instructional programs as the most important factors affecting confidence in their local school; the next highest rankings were assigned to effective administrators and maintenance of grounds and buildings. About the school district, respondents listed 20 categories of reasons for confidence, but the first 4 rankings included the same items as those for local schools. The factors inspiring confidence, it is noted, seem to have remained constant for many years, though the social background of those perceptions has changed radically. (JW)

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VIEWS OF PUBLIC CONFIDENCE IN EDUCATION: OUTSIDE OF
SCHOOL SYSTEMS

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by
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In this paper we address aspects of confidence viewed by persons external to the schools. We use concepts that we believe enhance understanding of issues of confidence, and we present empirical data of a preliminary nature organized around those concepts. Finally we advance some thoughts about further research.

INTRODUCTION

Confidence in institutions is an interesting focus for research. Initially there is the need to determine what the word confidence means when applied to an institution as involved as a local school or a local school district. For our purposes we define confidence as belief in, faith in, understanding of, willingness to support, pride in, loyalty to, and willingness to defend a school or a school system.

Public confidence is the aggregate of individual citizen sentiments about institutions. There are no absolute estimates of confidence to date. The best we have are proxies that allow us to draw inferences in regard to this phenomenon, e.g., the annual Gallup Poll of Education sponsored by Phi Delta Kappa. Survey research of that sort, often not addressed to confidence directly, becomes our base for writing and thinking about citizen feelings. Moreover, as Weiler has pointed out,

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such sentiments may be affected by or even join general patterns of decline in positive beliefs about a number of institutions. (Weiler, 1982).

Many interesting questions arise in regard to confidence in schools. For example can individual citizens be confident about a part of an institution and lack confidence in another? Could citizens be confident about teachers and the quality of instruction and lack confidence in management? Or the reverse, could citizens take pride in management and lack belief in the quality of instruction? Equally as intriguing is the question of which segments of a total community have confidence about which parts of a school system. Could the business community lack confidence in management while parents are satisfied with the quality of teaching? If so what differences does that make if any? What about the feelings of teachers, administrators, counselors, in fact, all school system employees? Do they have confidence in the schools in which they work?

Historically inferences about confidence at local levels have been drawn chiefly from parents supplemented occasionally by views of business and industrial leaders. Seldom if ever were systematic assessments of confidence drawn from other important parts of the community. Following World War II (when schools needed facilities and enlarged instructional staffs) intense efforts were made to involve business and industrial leaders in educational problems through citizens committee activities. Whenever committees were formed to analyze school facility needs there was usually heavy representation from such sectors. These efforts were intended to build political support for educational needs. By and large these were successful. Schools were constructed and teachers employed in unprecedented numbers. Much of post World War II expansion was based

on essentially "blind faith" that education was "good" and that public education was somehow consistent with and contributed to America's national goals. Public confidence was tested through local district votes on bond issues and tax rate increases across the United States. It was a ballot box approach to assessing confidence.

Harold D. Lasswell, one of this century's leading social scientists, introduced an important concept -- a "flow of images." His concept can be applied in several ways. One application can be directed toward leadership and what constitutes belief in leaders. How are public perceptions developed relative to the performance of leaders, especially those in prominent leadership posts? A similar application is germane as far as institutions go. What is there that allows an individual to become confident about his/her local school or local school district? What is the composition of the flow of images that leads to such belief? Is a parent's judgment affected by the same flow of images as a non-parent? Is a member of the business community affected by the same flow of images as a person who has some other role in the community? Public confidence as indicated earlier is the aggregate of individual citizen judgments about institutions which is in turn constructed from the flow of images available to them.

It is conceivable too that judgments about schooling are based upon the job performance of people in the general work force with whom citizens associate. Employers draw inferences from the qualities of persons they encounter through the hiring process. Those most recently out of school may be more important in building impressions of public schools than those who have been away for twenty years or so. At any rate it appears that an individual's confidence in schools is affected

by a wide range of images that flow through one's experience over time.

BACKGROUND OF THE STUDY

A national commission supported by a small grant from Phi Delta Kappa was established for the purpose of discovering ways that public school personnel at the local level can build a firm foundation of positive public regard. The Commission was asked to: (1) explore the concept of public confidence in education, its facets and levels and its meaning for various populations and communities; (2) identify schools and school districts which have positive public images and determine what essential characteristics and activities are transferable to other settings; (3) develop ways to communicate essential features of schools which have earned high public confidence and the strategies by which to attain those features. (Wayson and Pinnell, 1983).

Much of the Commission's study is concerned with the confidence building techniques of educators in public and private schools with good reputations. In this paper we are particularly interested in obtaining a view of these same schools from people who have some knowledge or at least opinions about them, but who are not directly involved in the educational or managerial responsibilities of the district or school. Where it is useful, inferences are drawn with regard to educators within the institutions being surveyed. To collect and organize data from a representative group of each school or school district's community, a systematic framework was used in the acquisition of citizen's sentiments. For this purpose the value/institution categories refined by Harold D. Lasswell (Lasswell, 1971) were employed. These categories have been used successfully as a basis for organizing citizen participation in local

school districts. (Peper, 1984) The eight community sectors are described in Table I.

PRELIMINARY COMMUNITY SURVEY FINDINGS

Questionnaires were sent to persons in local communities who are familiar to some degree with either an individual school or the school district. Persons were nominated by a school person (usually the principal or the superintendent) as representatives of one of the eight value/institution sectors of the community. A total of 600 questionnaires were mailed.

At the time this paper was prepared, 153 responses had been received from people who were asked about their confidence in a specific school. Another 54 replies had been received from those who had been queried about their school district as a whole. All questions elicited open-ended responses. These data are considered tentative and of a general nature in advance of more detailed and careful analysis of all returns. Thus we present only a summary of those data which are now available. Nevertheless, the preliminary findings appear to be consistent with other survey data on citizen opinions of schools and schooling.

While questionnaires were distributed to community representatives in the eight value/institution sectors, many of these respondents appear also to be parents of children now attending or who previously attended the school or school district surveyed. Many of the respondents have had some personal involvement with the school. Those who were parents tended to rate their schools consistently higher than nonparents. Indeed, their enthusiasm for their schools was reflected in superlatives and exclamation points reported in their responses to open-ended questions included in the questionnaire.

TABLE I

VALUE INSTITUTION CATEGORIES USED FOR DATA COLLECTION

<u>Value/Institution Categories</u>	<u>Descriptors</u>
POWER	Mayors, Governors, Legislators, City Council Members, Senators, Congressmen, Union Leaders (and their institutions, organizations, and associations)
ENLIGHTENMENT	University-based Scientists, Professors, Media Owners, Managers, Reporters, Private Research-based Scientists (and their institutions, organizations, and associations)
WEALTH	Bankers, Business and Industry Leaders, Landowners, Foundation Executives, Poor People (and their institutions, organizations, and associations)
WELL-BEING	Physical and Mental Health Professionals, Other Human Services Leaders, Public Housing Officials, Police and Fire Chiefs, Recreation Administrators (and their institutions, organizations, and associations)
SKILL	Manpower Training Administrators, Preschool and Day Care Providers, Proprietary School Owners and Leaders, Nonpublic School Professionals (and their institutions, organizations, and associations)
AFFECTION	Parents and Relatives of School-age Children, Neighborhood Association Leaders (and their institutions, organizations, and associations)
RESPECT	Civil Rights Leaders, Civic Leaders, Leaders of Fraternities and Sororities (and their institutions, organizations, and associations)
RECTITUDE	Members of the Religious and Legal Professions; Church and Synagogue Lay Leaders; Judges, Court Clerks (and their institutions, organizations, and associations)

Responses about a school

Fully half of the respondents who were asked about a particular school replied that their confidence was based upon "competent and dedicated teachers on the staff." Of equal importance was the availability of many "special programs." These programs may address the needs of handicapped youngsters or those with learning disabilities, needing specialists, excellent music classes, field trips, or travel. These along with extracurricular programs (particularly sports programs) were cited as significant contributors to their confidence in the school. Strong feelings were expressed in support of options that were available, over and above standard curriculum offerings, either because they were just desirable, or because the special programs were needed by students.

The next highest ranking was assigned to the "effective administrator." Many commented on the importance of his/her leadership as a supervisor or "leader of the team" of teachers, as a problem solver for parents, children, and staff, and as a model of the values of trust, respect, and a student centered environment. Of equal rank with the "effective administrator" was pride in buildings and grounds. Many emphasized the "adequacy and good maintenance of facilities" as contributory to their confidence. Most frequently expressed was their satisfaction with the "cleanliness and cheerfulness" of the facilities.

"Caring" was an adjective used frequently to describe the human environment in many of the schools. The "caring" teacher and administrator whose relationships with students encourage student achievement were singled out by about one third of the respondents. Next in rank order were a number of descriptions of how those in the schools appear to feel about their school experiences. Phrases such as "happy students,"

"positive attitudes," "proud of their school," were sprinkled throughout the responses. Trust and respect were noted as present in schools which enjoy high confidence in the community.

"Discipline," a topic identified repeatedly as a concern of parents and nonparents was clearly evident in these preliminary data. Most frequently however people in this sample were pleased with the schools and they alluded to well behaved, courteous students. Some approached the topic by highlighting staff efforts to set standards of conduct and behavior as well as staff insistence on the standards being carried out. Student committees to develop codes of behavior were mentioned too.

Academic concerns appear well down in the rankings. Only about 20 percent of those responding list "the curriculum" per se as confidence building. This category includes references to basic curriculum, innovative curriculum, and curriculum with a contemporary knowledge base.

Following curriculum is "satisfaction with student achievement." References are made to schools with high standards and strong expectations that standards will be met, and that these schools indeed do achieve their stated goals. Fairly close in ranking is an emphasis upon "students advancing successfully into higher education" or "being prepared to move into the work world." For some respondents knowledge that students have "won awards and honors" was important although it was not highly ranked overall. "Parent participation in the schools" was listed as an important indicator of a school that has the confidence of the community; this is followed by valuing "good communication between the school and the parent."

The next category pertains to the "image of the school" and the "public relation activities" that bring the school and its population

to the attention of the public. A good image, constantly reinforced by the programs and activities of staff and students, imbue some with high confidence in the school. Among respondents, some appear to be more knowledgeable than others about the individual school's relationship to school district governance. Reference was made to district wide concerns. The board of education and superintendent in some areas were commended for their role in helping build confidence. Respondents value good relationships between the superintendent and board, the quality of their policies, their responsiveness to community concerns, and the processes used to involve the community and open up the system.

Community involvement is mentioned as an important characteristic, but interestingly more respondents applaud the teacher or administrator who is visible outside of the school performing some community service. They feel that when the educators exhibit this type of leadership and action it increases their personal status and that of their schools. This finding is similar to behaviors of school superintendents in the 1930s when the nation was experiencing severe economic depression. Superintendents were more active in civic leadership activities than they were in professional leadership activities. (Cunningham and Hentges, 1982).

A pot pourri of other items cluster at the bottom of the ranked list. They include "competent testing," "guidance and counseling programs," "adequate funding for the school," "neatly dressed students," and "issues of equity." "Issues of equity" include equal access to all options by males/females, the handicapped, minorities, and ethnic groups. A summary of the confidence building responses appears in Table II.

TABLE II
RANKING OF RESPONSES LEADING TO CONFIDENCE AT A SCHOOL
BUILDING LEVEL

RANK	REASONS	NO. OF RESPONSES
1.5	Dedicated, committed teachers	75
1.5	Special instructional & extracurricular programs	75
3.5	Effective Administrator(s)	61
3.5	Buildings and Ground	61
5.	Student centered "caring" atmosphere	51
6.	Positive attitudes of students/staff	40
7.	Student Discipline	38
8.	Curriculum good	36
9.	Student achievement	30
10.	Parent Participation	28
11.	Communication with parents	22
12.	Public image	22
13.5	High standards, goals, expectations	15
13.5	Board/Superintendent relations, policies, decisions	15
15.	Administrator/staff community service	13
16.	Courteous office staff	12
17.	Linkages with other institutions, sectors	11
18.	Successful graduates	10
19.33	Student awards, honors	9
19.33	Testing, guidance, & counseling programs	9
19.33	Community involvement with school	9
22.	Adequate funding	5
23.	Students' dress	4
24.5	Equity	3
24.5	Community education	3

Findings about the school district

Fifty-four responses have been tabulated to date from persons who were sent questionnaires pertaining to school districts with reputations for good schools. Twenty categories of reasons for confidence in the district are listed.

The top four most frequently mentioned responses duplicate the choices of the school building respondent group. With equal enthusiasm, respondents chose "teacher competence and dedication" and "special instructional and extracurricular programs" as the most frequently mentioned reasons for their confidence in the school district. Following close in the rankings and matching the other group, are "good facilities - cleanliness, maintenance, and cheerfulness."

District oriented responses diverged from the school directed group at this point. The "board of education and superintendent" were mentioned in several dimensions. Some pointed to the "good relationships" between them and its beneficial influence on public confidence. Others pointed to "good policies" and "decision making" as reasons for their confidence.

The "responsiveness of the board and superintendent to citizen concerns" was mentioned as well. "Administrator effectiveness" followed closely. In the district context this includes central office staff and building administrators.

"Public image" ranked fifth, followed by "good curriculum" and "adequate fiscal support." The "caring" environment was high on the district list of confidence producing items, leading us to conclude that leadership from the policy makers and administrators regarding desirable attitudes and values (as well as fiscal and other managerial concerns) has a salutary effect on the school building administrators and staffs.

Certain hallmarks of the district seem to infiltrate all levels of the organization to affect adults and children. A ranking of these preliminary data is shown in Table III.

Preliminary Comparative Rankings

The preliminary comparative rankings of respondents for school districts and individual schools is shown in Table IV. The rankings are illustrative and should not be construed as conclusive research. More responses and further analysis will produce at least minor changes in rankings. It will be important to see if the top ranked criteria remain so when all responses are recorded.

Comparison between groups from the value/institution sectors

A comparison was made of the respondents by the sector of the community for which they were representative. They were asked to circle a number on a scale of 1 to 10 to indicate how much confidence they had in the school or the district. The number of respondents per sector is small given the size of the overall sample and rate of returns to date.

In the enlightenment sector, 73% of the educators ranked their confidence at the 9 and 10 levels. In contrast 50% of the media representatives expressed their confidence at the 9 to 10 levels. Seventy-two percent in the wealth sector - bankers and business people - responded at 9 and 10. Forty-seven percent of the doctors, dentists, social workers (well-being sector) scored their schools at the 9 and 10 levels. The remaining sector representatives ranged from a low of 42.8% from civil rights persons (respect sector) through the mid-sixties for rectitude, affection, skills, and power sectors.

TABLE III

RANKING OF RESPONSES LEADING TO CONFIDENCE AT A SCHOOL
DISTRICT LEVEL

RANK	REASONS	NO. OF RESPONSES
1.5	Dedicated, competent teachers	22
1.5	Special instructional and extracurricular programs	22
3.	Buildings & Grounds, adequate, clean, maintained, cheerful	20
4.	Board/Superintendent	19
5.	Administrator effectiveness	17
6.	Public Image	14
7.	Good Curriculum	12
8.3	High standards	6
8.3	Student achievement	6
8.3	Success of Graduates	6
11.3	Parent participation	4
11.3	Community education	4
11.3	Linkages with other institutions	4
14.	Communication with parents	3
15.3	Equity	2
15.3	Testing, guidance, counseling programs	2
15.3	Administrator/staff community service	2
18.	Student honors, awards	1

TABLE IV

PRELIMINARY COMPARATIVE RANKINGS OF RESPONSES LEADING
TO CONFIDENCE IN SCHOOLS AND SCHOOL DISTRICTS

<u>RANK</u>	<u>SCHOOL REASONS</u>	<u>RANK</u>	<u>DISTRICT REASONS</u>
1.5	Teacher dedication & competence	1.5	Teacher dedication & competence
1.5	Special instructional & extracurricular programs	1.5	Special instructional & extracurricular programs
3.5	Buildings and Grounds	3.	Buildings and Grounds
3.5	Administrator effectiveness	4.	Board/Superintendent
5.	Student-centered "caring"	5.	Effective administrator
6.	Curriculum	6.	Public Image
7.	Positive attitude	7.	Curriculum
8.	Student Achievement	8.	Community Involvement

Another Perspective on Confidence

The data that have been reported in the preceding pages are aggregated responses to a single question, "What are the sources of your confidence in this school? (or school district?)" The replies appear to be spontaneous and genuine. A second question was posed with the intention of probing more deeply into community perceptions about confidence. This question was couched in negative terms: "Is there anything which reduces your confidence in this school? (or school district?)"

Some answered, "No." Many did not respond at all to the question; presumably they did not have any negative opinions. The third group however did respond with narrow and personalized reasons for losing confidence. Others responded with thoughtful and well-considered statements including rationales for their opinions. Some even submitted philosophical statements. Such responses, while they are stated in terms of a diminution of confidence tend to enhance and expand the listing of attributes which seem to enhance persons' feelings of confidence in the schools.

Some of the themes noted in responses to question two barely surfaced in the responses to question one, but apparently are important. The most frequently mentioned topics were racially related problems, substance abuse, overemphasis on athletics, teaching of values and incompetent teachers.

"Competent teachers" was at the top of the list of confidence producing attributes in response to question one. But a substantial number of persons described the opposite side of the coin in response to question two. They voiced concern about the inability or unwillingness of school officials to eliminate poor teachers. Teachers who "use

their position as a platform to make pronouncements on social and political issues that are not in their field" created dissatisfaction and a loss of confidence in some. One writer states that schools need always to keep "neutrality and openendedness" in terms of their treatment of values.

Drug and alcohol usage, or even the "rumor" of their usage diminishes confidence in schools. Several persons felt that there is a need for quality sex and family education beyond that now being taught where the approach is "too conservative."

Many more concerns surrounding race and ethnicity surfaced in response to question two than had been noted under the "sources of confidence in a school (and district)." Some respondents apparently lose confidence when "an all-minority school that is doing a good job" is not given the credit it deserves. One person wrote that the media tend "to overlook poor schools." "People," stated one respondent, "tend to lose confidence because their all-minority school is compared unfavorably to other district schools" although in reality that school has to run "exemplary" programs to meet the needs of its students. A parent felt that more heterogeneity in their middle income school would afford children a "stronger education." "Procrastination" in addressing race problems accounted for another respondent's reduction in confidence. "School districts that still perpetuate segregation," "lack of support from an administration" where a stable teaching staff in a minority school is necessary for success, and "benign neglect" where a school is being allowed to become "culturally and economically isolated" were cited by others. "Minority demands for things to satisfy their lack of interest or participation" and "race problems" were thought by some to

reduce confidence in the schools as well. Finally the "lack of black leaders on the school board" (in a community where 95% of the students are black) reduces confidence in the schools.

Athletics are a source of pride and confidence for many as was reported in response to question one. In responding to question two, some people hold other perspectives in regard to athletics. Concern was expressed about overemphasis on athletics in contrast to academic excellence. "Favoritism of coaches to a few" was identified, and several more respondents felt that too much emphasis on athletic programs was detrimental to other activities such as music and drama. "Schools," said one respondent, "should be teaching life time sports such as cross country skiing and iceskating."

Summary of Findings and Other Thoughts

In summary these respondents have confidence in schools and school districts when buildings are well maintained with bright, clean interiors; when there are committed, competent, and caring educators; when quality education is offered; when there is good discipline in a safe environment; when schools contain achievement oriented students, have involved parents, and offer a selection of optional programs and activities to meet special needs and enhance the growth of all students.

From our perspective it is striking that the more things change the more they remain the same. Community perception of good schools seems not to have changed over decades. The comments of the community are only in transition when specific acquisition of knowledge and programs are considered. For example, some are impressed by a school system which includes extensive computer programs, or the reinstitution

of Latin or other exotic languages. For many confidence is conferred where equity is perceived most positively. Equity can take the form of improved resources for girls' sports, or racially and ethnically integrated schools, or mainstreaming of handicapped children.

If people continue to have confidence -- or exhibit lack of confidence -- in schools for the same reasons they always have had, why should this be an issue now? The answers are complex and cannot be given the full consideration and the treatment they deserve in this paper, but some discussion is in order. We are living in a period of transition, as Naisbitt has said, between eras, "in the parenthesis." (Naisbitt, 1982) We have indeed moved from an industrial to an information society in 20 years, and enormous alterations are taking place in our lives. We are faced with instantaneous communication, contemporary definitions of "family," changes in mores, more leisure time, and the women's liberation movement.

All of these affect students and their teachers. Educators, too, are parents. They are husbands, wives, and wage earners experiencing the stresses and transitions felt by everyone else. They are no better able to cope with complexity than bankers, politicians, nurses, or researchers. To achieve long held expectations for schools in a changing society is far from a pro forma task! For a school system, which is reflective of the society, to operate and capture the confidence of its clients and community is a major accomplishment. Such successes do not come easily or smoothly. Nor are they achieved solely through the efforts of professional educators.

Confidence in the schools depends on the perceptions and participation of a wide range of people in the community. There are school

leaders who can rise above the problems and issues that beset them. If all schools are to gain the confidence of their communities, many sectors of the community must consciously work together to form the "seamless web" that supports and enriches sound education.

Much of the content of this paper is directed toward external constituencies of school systems. There is however a parallel consideration of confidence that warrants some attention. The internal estimates of confidence held by employees of school systems are important too. Rarely are teachers, administrators and other employees asked what it is that causes them to have faith in their schools.

The internal face of confidence can be measured in several ways in our judgment. One important piece of evidence is where the children of school district employees attend school. There are districts where large numbers of school employees enroll their own children in parochial or private institutions. Such enrollment patterns raise questions obviously about loyalty, belief, and commitment to public education. Neighbors, friends, relatives, and others who know school district people and observe that they choose not to send their own children to public schools are undoubtedly affected by such knowledge.

Other indicators of internal confidence reside in the public comments which employees of school districts make about the institutions where they are employed. It is a rather general American characteristic to "bad mouth" the company, industry, profession, or other sources of one's employment. Workers often bring home their gripes or they stop and grumble at a convenient "watering hole" before they go home. Educational employees can be offenders too; sometimes they seem to lack judgment in their social and otherwise public utterances. Since

educational employees comprise a fairly high percentage of the total work force their statements reach out and permeate the general citizenry on a scale unmatched by other employee groups. In addition, as teaching professionals their observations about schools, informal as they may be, carry substantial weight. As a consequence, what they say -- both positive and negative -- reaches a large audience and contributes to the general flow of images that have impact upon the belief systems of the general public.

Teachers have many opportunities to project positive attitudes towards school institutions through civic leadership. Teachers can assume leadership roles within a spectrum of civic organizations and associations which have wide community significance. In a recent publication devoted to leadership skills important in the future, multi-sector leadership skills were emphasized. (Cunningham and Payzant, 1983) Persons in leadership/administrative posts will be expected to lead in more than one arena simultaneously. School officials at all levels who participate in such linkage and bridging activities will have the opportunity to carry positive messages across several sectors of institutional and community interest.

In summary, there are two faces of confidence. The one which has received most attention has been the public's confidence in public education. Less emphasis has been placed upon employee perspectives about education. Obviously, both are important and the confidence exhibited by those inside school systems has potential for adjusting or influencing public estimates of confidence in public education.

A Closing Note About Further Research

Reported in this paper are partial results of a small survey designed to identify feelings of citizens about schools and school districts. The survey data are "stacked" because respondents were selected from school districts and school attendance areas of "good reputation." Furthermore, answers to only two open ended questions are summarized. The findings therefore can at best be indicative and warrant verification through much more extensive inquiry.

The "flow of images" from which feelings of confidence (or lack of confidence) are constructed, apparently vary from one person to another, possibly from one school to another and one school district to another. It is not possible from this limited inquiry to determine what the controlling sources of confidence are. In-depth study, involving lengthy interviews, is required before clearer indicators of confidence can be specified.

We believe that the use of Lasswell's concept of "flow of images" joined by the selection of good samples of respondents from his "value/institution"/community sectors is a sound way to proceed in further research. The quid pro quo between sectors of communities (demarcated by the values and institutions they contain) and local schools and local school districts will lead eventually to more definitive understandings of public confidence in education.

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3. For a comprehensive commentary on American public and private schools see two recent issues of Daedalus, Vol. 110, Nos. 3 and 4, Summer and Fall, 1981.
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5. The most comprehensive, on-going assessment of the public's views about schools and schooling is the annual Phi Delta Kappa sponsored Gallup survey. The survey was initiated in 1970 and has been repeated each year since. See also Stanley M. Elam, A Decade of Gallup Polls of Attitudes Toward the Public Schools. (Bloomington, Indiana: Phi Delta Kappa, Inc., 1978), 377 p.
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